

CHAPTER I

INTRODUCTION

This chapter describes the reasons for conducting the research and it deals with several points: introduction that concerns on background of study, problem formulation, objectives of the study, benefits of the study, and definition of terms as elaborated in the following sections.

1.1. Background of Study

When we talk about language, there are some knowledge of language is to be learned. There are semantics and linguistics. According to Lobner (2002), he states that Semantics is the part of linguistics that is concerned with meaning. It means that Semantics is the study of meaning of linguistic expressions. It focuses on the relation signifiers, like words, phrases, signs, and symbols, and what they stand for, their denotation. According to Kredler (1998), he said that Linguistic semantics is the study of how languages organize and express meaning. In other words, Linguistic semantics is the study of the meaning that is used for understanding human expression through language. Semantics is the one of the main branches of contemporary linguistics. It means that language cannot stand without semantic.

In this earth many languages are used by people in different countries. That is why, people use English as a second language.

According to Arindam Chaudhuri, Krupa Mandaviya, Pratixa Badelia and Soumiya K Ghost (2016), they claim that English is a West Germanic language that was first spoken in early medieval England and it is now a global language. It is an official language of almost 60 sovereign states, the most commonly spoken language in the United Kingdom, the United States, Canada, Australia, Ireland, and New Zealand, and a widely spoken language in countries in the Caribbean, Africa, and South Asia. It is the third most common native language in the world, after Mandarin and Spanish. It is widely learned as a second language and is an official language of the United Nations, of the European Union, and of many other world and regional international organisations.

In learning English, students are expected to be able to master all language skills of English: listening, speaking, reading, and writing. It is based on the goal of teaching English. Listening skill is the important one to increase the English language. In this study, the writer prefers listening skill to study.

Listening is the kind of skill that sometimes so hard to be learned, because people have to focus and concern on what we hear. Chris Battell (2006), he asserts that Students spend 20 percents of all school related hours just for listening. If they are watching television and one-half of conversations are included, students spend approximately 50 percents of their waking hours just for listening. For those hours spent in the classroom, the amount of listening time can be almost 100 percents. Look

at your own activities, especially those related to college, most of your activities focused around listening, especially in the classroom?

The writer collects some experts of listening skill to support this chapter. They are some of listening skill's experts :

According to Rost (1991), he said that "Listening is an active process requiring participation on the part of the listener (21)." For example when someone listens to a speaker, he/she processes the information mentally in order to construct an answer. During the listening process, the listener is actively engaged. Another expert from Emmert (1996, p.2) claims that listening is the process of receiving, constructing meaning from, and responding to spoken and/or non-verbal messages. Based on the statements of the experts, the writer can conclude that listening is the ability to pay attention and effectively interpret what other people are saying. In other words, it is an action between speaker and listener to get information and understanding.

In addition, listening is responding to something when people talk. In English language, listening can be a difficult skill and people have to listen focusly to what people said. Why is it difficult? According to Cherie Kerr (1998), she said that one of reasons for the difficulty in listening is because there is too much stimulation around us. As a foreign language, people have to study more to increase their listening skill.

Listening is really close with music; therefore it makes the writer choose music as the media to improve the student's listening skill

especially English song. Most of people like music. They can listen to music everywhere and everytime. To support this study, the writer explains what music is actually. Music is a more potent instrument than any others for education. According to Daniel J. Levitin (2006), he claims that music uses both sides of the brain, a fact that makes it valuable in all areas of development. Music affects the growth of student's brain academically, emotionally, physically and spiritually.

Music is academic. For some people, this is the primary reason for providing music lessons to students. A recent study from the University of California found that music trains the brain for higher forms of thinking. Second graders who were given music lessons scored 27% higher on proportional math and fractions tests than children who received no special instruction. Research indicates that musical training permanently wires a young mind for enhanced performance.

When we talk about music, the writer uses English song to support her study. The writer believes that English song can improve listening skill of English department students. People have their own genre of the music that makes them easy to study. It will be discussed in the next chapter.

1.2. Problem formulation

Based on the study, the writer sets some research problems to support this study, as the followings:

- a. What are the kinds of English songs that improve listening skill of English department students?
- b. What are the reasons the students choose English songs as their media to improve listening skill?

1.3. Objectives of the study

In this study, the writer is going to arrive at some objectives of the study. They are:

- a. To describe the kind of English songs to improve the student's listening skill.
- b. To find out the reasons students choose English songs as their media to improve their listening skill.

1.4. Benefits of the study

The writer has two points of benefits of the study. They are as follows:

- a. Benefits of the study to the reader

In this study, hopefully reader and listener can take some main points that listening music is not just for fun, art, or etc. Instead, it also can improve student's listening skill. People have to know that music can be used as fun education media.

- b. Benefits of the study to the writer

The expectation of this study, the writer is getting more information about what media can improve student's skills, especially in listening skill. The writer will know that English department students use music as their media to learn English.

1.5. Definition of term

Definition of term is given by the writer in this study to readers who get difficulties in the thesis understanding. The definition of terms in this study is aimed to the terms that exist in the study. The terms are necessary to be defined are as follows:

- a. Language : language is a tool of communication used by people in this world. They express their feeling by their language.
- b. Semantics : Semantics is a study about meaning expression of language. It focuses on word, signs, phrases and symbol.
- c. Listening : Listening is the one of difficult language skills to be learned. To be a good listener, we have to focus on hearing or listening something.
- d. Music : Music is an art form, social activity or cultural activity of which medium is sound and silence.
- e. English Song : English song is used as a media on this study. English song can be a good media to improve English department students, especially in listening skill.